



## Committee accuse Minister of 'ramshackle' approach to funding



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Monday 19 September 2011  
www.feweek.co.uk

### 157 Group Chair



Frank McLoughlin, also Principal of City and Islington College

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### FE Week agitator



ESOL courses cut yet 18th largest firm gets free training. Huh?

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Every college needs an 'Animal Fun Day'. Why you ask? Well why not?

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After the ESOL debate we raised a glass to celebrate. #FEparty

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### FE Twitter guide



You have no excuse now. We've explained both why and how.

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# Where are the 16-18 year-olds?

**FE Week Exclusive**

**Nick Reinis**  
@fenickr

## Survey of more than 100 colleges reveals shocking student shortfalls

Colleges are facing a significant 16-18 recruitment shortfall, a survey obtained by *FE Week* suggests.

An online survey conducted by the funding consultancy Lsect and publisher of *FE Week*, and completed by more than 100 further education (FE) colleges and sixth forms, reported major shortfalls in actual recruitment of 16-18 year-olds for 2011/12 compared to target figures.

Although many responders said they can recruit more 16-18 year-olds in the coming weeks, the current recruitment shortfall is 20,319.

Among those include Leeds City College – the UK's third largest FE establishment – who say they are currently 1,000 students behind their learner recruitment target for this academic year.

Debbie Fletcher, vice principal 14-19 at the college, said the government's decision to axe the education maintenance allowance (EMA) – a payment scheme for 16 to 19-year-olds whose

families are on low-level income – may have had an impact.

However, she also said schools had been marketing their courses better.

She said: "Looking at the profile in terms of possible causes, we may be down in more disadvantaged areas so there may be an EMA impact. It's cheaper for someone to stay at their local school then go to college.

"We think it's (the EMA) a contributing factor, but we also think schools are marketing harder to keep them."

She also said the college is working hard to get closer to target, including a number of events to attract students, such as workshops during Colleges Week later this month, while also revamping their curriculum.

City College Norwich (CCN) is also slightly down on its target.

Principal Dick Palmer said: "Our targets are just over 5,000 and we are currently running at around 4,850, including planned later starts.

"We are confident we can do more 'later starts' and make up the shortfall

but it is certainly more of an issue than in other years."

He added: "One interesting component in this is that a large part of our shortfall is in A level recruitment, around 100."

Although Mr Palmer said it is "too early to tell", he said there could be a number of reasons.

These, he said, include financial pressure on schools to retain sixth formers, impact of the EMA cut, worries over the loss of post-16 transport subsidies and growth in local conversions of schools into academies.

He also believes the increasing higher education fees in 2012 could be putting off some A levels students.

However, Maxine Room, principal at Lewisham College, said the college is expecting to meet targets, despite an increase capacity on last year.

She said: "As we are a major vocational provider in south-east London, we felt we could increase our target this year to benefit more learners.

"However, we have had to put more

marketing resources in place to reach those targets."

A spokesperson for the Association of Colleges (AoC) said they are carrying out a study to "understand enrolment patterns" in its membership.

She said: "It would be premature to anticipate the findings before the results are in and before the end of an enrolment period that has been extended by many colleges."

However, she added: "Anecdotally it's a very mixed picture – there are colleges who have enrolled to capacity and others reporting issues.

"Where colleges are currently experiencing a shortfall there could be a very wide range of factors in play, including the loss of the EMA, confusion about the new replacement bursaries and fewer students looking to go to university in the wake of higher tuition fees, but again it is too early to tell without more detailed feedback."

Full research findings on page 8

inside...





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# SFA to take personal assets from directors of fraudulent providers

**Nick Summers**  
**@SummersNicholas**

The Skills Funding Agency (SFA) has new powers allowing them to take personal assets which belong to the directors and senior management of fraudulent, unproven providers.

A spokesperson from the SFA told *FE Week*: “Contracts between the Chief Executive of Skills Funding and lead providers, which started on the 1 August 2011, contain a clause that allows the Chief Executive to require contractors to provide a guarantee of their liabilities under the contract.”

This means the Chief Executive can take action to recover funding from a training provider that has been proven to be in breach of its contract.

The spokesperson from the SFA added that they consider an unproven provider to be one ‘without a track record of delivering education and training funded by the Agency’.

The SFA has also extended the Agency’s Approved College and Training Organisation Register (ACTOR), a database of colleges

and training organisations that are eligible to be considered for funding from the SFA.

ACTOR now applies to all providers that choose to subcontract for Agency funds.

The spokesperson from the SFA said: “All organisations that wish to be considered for funding via the SFA must be registered on ACTOR.

“Lead providers retain ultimate responsibility for all aspects of the provision that it is contracted to deliver, including any elements that it chooses to sub-contract.”

Organisations wishing to be registered with ACTOR and use subcontractors must pass a number of appropriate due diligence checks which look at the quality, financial health and management needed to deliver a publicly funded contract.

The increased measures mean any provider which is funded by the SFA, regardless of whether they are using a direct or subcontract agreement, will be subject to rigorous checks.

The new SFA powers are in response to a growing number of allegations being investigated by the Agency in relation to fraud.

A letter leaked to *FE Week* shows

that the agency had 55 ‘live’ cases relating to fraud or misuse at the end of the last financial year and a record high of 88 new allegations during 2010-2011.

It also shows that the Agency is at risk of losing £11 million during 2010-11.

The communications obtained between John Hayes, Minister of State for FE, Skills and Lifelong Learning and Geoff Russell, Chief Executive of the SFA show that they are concerned with the rising number of sub-contractors involved with fraud or misuse of public money.

Geoff Russell suggests in the letter the risk of misuse or fraud is likely to increase in the future due to the state of the economy and the growing trend towards subcontracting.

He says: “All our existing and planned controls are designed to prevent, deter and detect instances of misuse and fraud.

“I can give you (John) my assurance that we will continue to be as robust as is practically possible.”

Other new controls outlined in the letter include improving the Agency’s intelligence on sub-contractors’ operations, their owners and directors.

## Will 12 week apprentices ever be derailed?

Train’d Up is the latest provider to be advertising 12 week apprenticeships.

The Skills Funding Agency has allocated Train’d Up £585,542 to deliver apprenticeships in 2011/12.

The company website (see below) advertises City & Guilds Railway En-

gineering NVQ Level 2 Apprenticeship, promising learners “£100 per week for 12 weeks.”

*FE Week* has spoken and written to Train’d Up, but have been unable to secure a comment at the time of publication.

### BBC Radio 4, The Apprentices

Be sure to tune in to this half hour special apprenticeship programme.

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[www.bbc.co.uk/podcasts/series/worldbiz](http://www.bbc.co.uk/podcasts/series/worldbiz)

**Latest apprenticeship policy slammed**

**FE Week Exclusive**  
**Nick Summers**  
**@SummersNicholas**

The Shadow Minister for Further Education and Skills, Gordon Marshall, has hit out at a Government policy designed to cut the number of apprenticeships. Gordon Marshall spoke exclusively to *FE Week* and said: “The Government cut with almost nothing and hope all they like.”

“Any action the Government takes to reduce red tape must also ensure the quality and reputation of apprenticeships is not compromised.”

The comments follow a package of new measures issued by the Department for Work, Innovation and Skills (DWIS) last week, which plans to introduce reductions in red tape and a payment by customer approach to apprenticeship funding for large employers.

Marshall went on to say: “This is particularly important as more and more data comes to light, which raises real questions about the status of some of the large number of short-term apprenticeships.”

*FE Week* first highlighted the rise of short-term apprenticeship programmes on the front cover of the 12-13 week (page 14).

National Apprenticeship Service (NAS) and Skills Funding Agency published a statement last week acknowledging concerns about the rapid range of apprenticeships and the quality of training being provided.

The NAS statement said: “You will work with the Skills Funding Agency and look critically at apprenticeships delivered in a condensed way.”

Marshall added there should be an increased vigilance from Ministers, the NAS, officials and the Skills Funding Agency.

He said: “They must ensure the status of apprenticeship as a key part of any growth policy is not undermined by the short-termism of our inflated targets.”

“Professor Alison Wolf, adviser to the Government on 14 to 16 vocational education, has also expressed her concern about the policy: “striking a balance between accountability and ending bureaucracy is always hard.”

“The people who have a real stake in the quality of education and training are the recipients, and so it is especially difficult to maintain quality when they are the ones who actually choose or purchase their programme.”

This government recognised this when it abolished Train to Gain, but it needs to be aware that any programme which contains government purchases with quantitative outcome targets has built in problems of this sort.”

“The result from our recent ballot made absolutely clear the current arrangements are simply not up to scratch.”

It is chief executive, Neil Russell, said: “We look forward to working with all the parties involved to establish the terms of reference for this broad inquiry.”

Visit [think.co.uk](http://think.co.uk) for the full story

**Government to review effectiveness of Institute for Learning**  
**Nick Reinis**

The government is to hold an independent review into the effectiveness of the Institute for Learning (IfL) in the wake of the ongoing row over membership fees.

John Hayes MP, minister for education, skills and lifelong learning, said: “There is a need to ensure that arrangements to achieve a professionalised workforce are further strengthened.”

The IfL had sought to introduce a fee for its membership, which is compulsory for teachers in which and further education.

University and College Union (UCU) members voted in the summer overwhelmingly to say going live to the IfL, which the union believes is currently not fit for purpose.”

In response to the announcement of the review, the UCU has said: “We are pleased to hear a ballot has been proposed in which constructive discussions can be resumed and legal action suspended, and I want to do all that I can to help find a solution that is in the best, longer term interests of those who are severely the sector and those it is.”

“I am happy to confirm my willingness to commission an independent review that would look broadly at the arrangements for achieving a professionalised workforce.”

It added: “My aim would be to commission this review as soon as possible, however, in order to go ahead, I am asking that all parties now refrain from further action.”

“Once that is confirmed, my officials will be able to further discuss on the terms of reference for an independent review.”

UCU has welcomed the decision

**LSIS Chair profile**  
**Debbie Smith**  
**reminds the politicians they are not there this**  
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**Quit the unions and leave the to the business who are not standing**  
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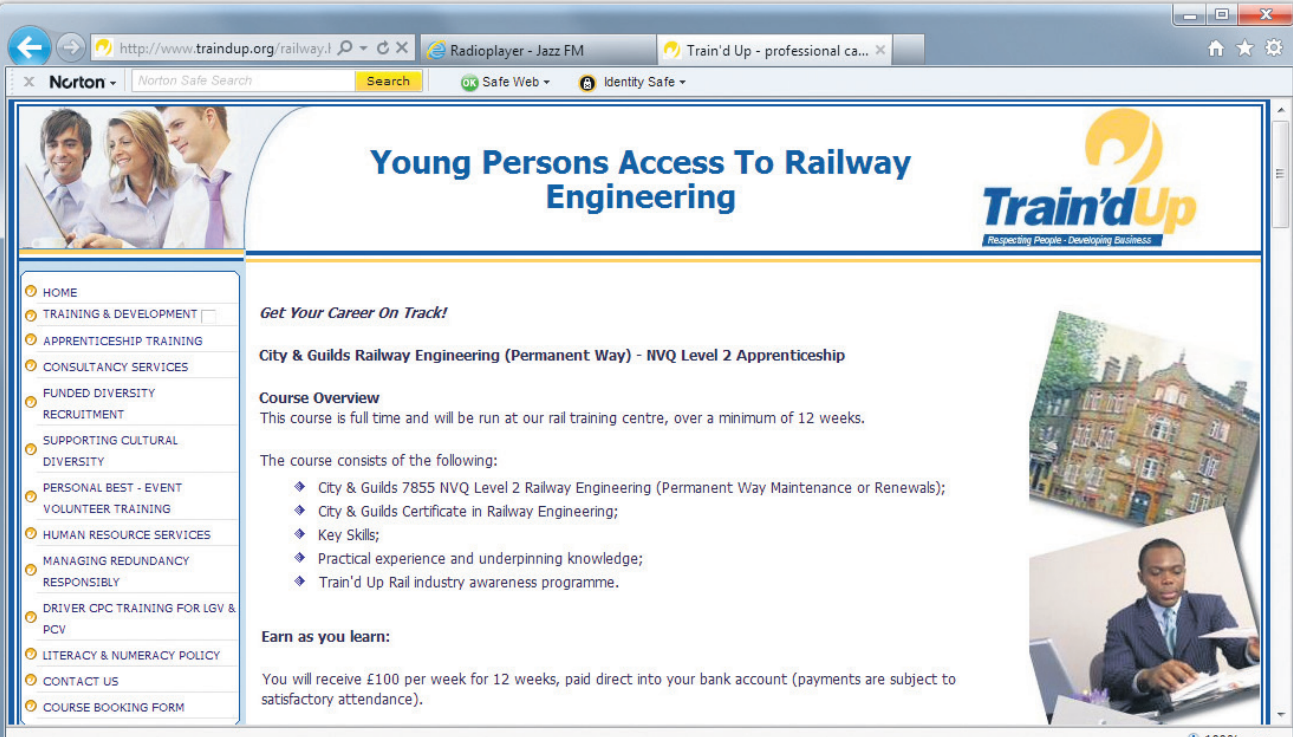
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FE Week you decide

FE Week has been taking a look at the accounts of two similarly sized not-for-profit awarding bodies. These figures form part of their 2010

Financial Statement, which can be downloaded from the Charity Commission website: [www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)

Salaries at not-for-profit C&G

Number of City & Guilds ‘staff whose emoluments* fell within the following bands’:			Average number of staff:	
	2010	2009	2010	2009
£60,001 - £70,000	41	37	1,075	1,117
£70,001 - £80,000	20	11		
£80,001 - £90,000	17	9	Staff costs (£’000):	
£90,001 - £100,000	8	13		
£100,001 - £110,000	-	3	2010	2009
£110,001 - £120,000	3	1	49,451	49,055
£120,001 - £130,000	3	3		
£130,001 - £140,000	3	3	Income (£’000):	
£140,001 - £150,000	1	2		
£150,001 - £160,000	1	-	2010	2009
£160,001 - £170,000	1	2	118,254	116,140
£170,001 - £180,000	1	1		
£180,001 - £190,000	1	2	Current assest incl. trade debtors (£’000):	
£210,001 - £220,000	2	-		
£220,001 - £230,000	1	1	2010	2009
£260,001 - £270,000	1	-	40,316	35,389
£380,001 - £390,00	-	1	*Comprise salaries, bonus & benefits in kind but exclude severance payments of £267,000 in 2010	
£420,001 - £430,00	1	-		

A spokesperson for City and Guilds told FE Week: “As a successful business with a charitable purpose, our financial reporting is transparent and readily available to the public. All surpluses we make are reinvested to promote and underwrite quality in vocational education or used for student support programmes both in the UK and Internationally. Subsequently, we need the right talent, who are appropriately remunerated, in place to drive our business and therefore the industry forward.”

Salaries at not-for-profit AQA

Number of AQA ‘higher paid employees fell within the following annual bands:			Average number of staff:	
	2010	2009	2010	2009
£60,001 - £70,000	16	18	1,399	1,456
£70,001 - £80,000	2	1		
£80,001 - £90,000	-	-	Staff costs (£’000):	
£90,001 - £100,000	3	4		
£100,001 - £110,000	2	1	2010	2009
£110,001 - £120,000	-	-	48,975	49,337
£120,001 - £130,000	1	-		
£130,001 - £140,000	-	-	Income (£’000):	
£140,001 - £150,000	-	1		
AQA were not approached for comment			2010	2009
			151,906	143,711

Help FE Week understand

Why are salaries at C&G so different to AQA? Email your thoughts in confidence to [news@feweek.co.uk](mailto:news@feweek.co.uk)

Youth unemployment ‘never’ higher

The Office for National Statistics (ONS) have published the September edition of their Labour Market Statistics, and the summary table of statistics says that youth unemployment has “never” been higher. The ONS Statistic Bulletin published 14 September reads: “The unemployment rate for 16 to 24 year olds was 20.8 per cent of the economically active population in the three months to July 2011, up 1.6 percent-

age points from the three months to April 2011. There were 973,000 unemployed 16 to 24 year olds in the three months to July 2011, up 78,000 from the three months to April 2011. “The number of unemployed 16 to 17 year olds increased by 1,000 on the quarter to reach 203,000 and the number of unemployed 18 to 24 year olds rose by 77,000 on the quarter to reach 769,000.”

DfE considers first four 16-19 free schools

It has emerged that four 16-19 Free Schools have been proposed. Last May the Department for Education (DfE) announced it would consider applications from people who want to set up age 16-19 Free Schools.

According to House of Commons Hansard 13 Sept 2011, Labour’s MP for Scunthorpe Nic Dakin, asked Schools Minister, Nick Gibb if the Secretary of Stated for Education will publish a list of applications received by his Department to open free schools for 16 to 19 year olds in September 2012.

Mr Gibb replied: “The Department is still in the process of assessing the applications it has received to establish Free Schools in 2012. An announcement will be made around the end of September about those that are approved to move to the next stage of development.”

Nic Dakin told FE Week: “There is a lot of chaos around post 16 education, what the government needs to do is look at what’s really working well. Sixth Forms are working really well.

“To introduce different institutions with different structures, such as Free Schools is a waste of resources and is poor value from the public purse.”



Nic Dakin, Labour’s MP for Scunthorpe

Colin Hindmarch, principal of Harlow College said: “I have nothing philosophically against Free Schools, it’s all about the way they’re managed, 16- 19 Free Schools could be anything from absolutely outstanding to absolutely disastrous.

“There are two points of view, if a local college is outstanding then the competition of a Free School for competition’s sake is not helpful, especially to the student. If, however the local college is rubbish or is not catering for a specific group, then it’s not necessarily a bad thing.”

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*FE Week profile*

# Frank McLoughlin ~ his story

*Janet Murray**@jan\_murray*

## The Principal of City and Islington College talks to *FE Week*

By his own admission, Frank McLoughlin wasn't a particularly academic child. "I can remember this old nun putting her hand on my head and saying to my mum 'Francie isn't very clever, not like his brother.'"

"And I was thinking 'My God – I am standing here, you know.'"

But growing up in Harlesden in the 1960s, which was largely populated by big Irish Catholic families like his own, he didn't dwell on it.

Most people went out to work straight from school and going to university was virtually unheard of.

After failing the 11 plus, he went to a Catholic secondary modern in north London, where he struggled with authority and was "quite a lippy young person really." When he left school, he got a job in a factory and spent the next seven years doing a variety of unskilled jobs including delivering sausages for Walls and a stint as a travelling salesman. His experience of higher education, he recalls, was limited to chatting to university students doing summer jobs in the factories where he worked.

**"I got the idea that I might want to be a teacher because all the mature students I met there were the product of FE colleges and it just shaped my view about what it can do for people, how it can guide you in all sorts of ways."**

It was only when he started dating a girl who was studying at Leeds University that he started to think he might be quite clever, after all. With her encouragement, at 22, he started 'A' levels at night school and, after achieving top grades, landed himself a place on a politics degree at Leeds University. For McLoughlin, who had become very involved in politics, both general and through the trade unions, one of the biggest highlights was being taught by Ralph Milliband, who was a professor there. "I was a big leftie - so it was very radical, questioning, a real ferment of ideas and I had three fantastic years."

It was during his time at Leeds that McLoughlin first started to appreciate the power of further education. "I got the idea that I might want to be a teacher because all the mature students I met there were the product of FE colleges and it just shaped my view about what it can do for people, how it can guide you in all sorts of ways."

After university, he taught part time at vari-

ous London Colleges, working primarily with "young disaffected, underachieving young people" (what would now be known as NEETS, he says) before landing a full time job at North London College in 1981. The college incorporated in 1993 and became City & Islington College and Frank worked his way up the ranks, becoming principal in 2002.

McLoughlin says he never set out to be a principal or planned very far ahead at all. "If you have a very explicit career plan in stages, you'll get disappointed with that, whereas if you're someone who says 'I'll give that a bash' it usually works out much better."

Having helped his institution on its way to becoming an outstanding beacon college and the only one to be awarded the Queen's Anniversary Prize (which rewards excellence in further and higher education) twice, he has, arguably, done far more than 'have a bash' at being principal at City & Islington College. In 2009 he was awarded a CBE for his services to further education.

But despite his achievements, he remains humble and at ease with himself and seems as if he would be equally comfortable working on the factory floor as heading up a large college.

His own experiences of education have informed his work, but he acknowledges that life is "much tougher" for young people today.

"Going back 30 or 40 years, you could still get work, even if you had no skills. You could work as an operative in a factory and still get a fairly decent income as a machine operator. But those unskilled jobs you could just walk

into have gone. So the message we have got to get across to young people is they must come and they must get educated."

**"There is a real opportunity here to build a technical class to support industry and address shortages in all sorts of skill areas."**

The recent London riots, while not excusable, "did force a few issues onto the table" about what life is like for young people, he says, the main one being the issue of worklessness. "It is too simple to say this was just good time rioting and looting. It is too simple to say it is all the fault of the social (benefits system)...but what I do think it has brought to our national attention is that we have huge swathes of young people not in work or training and something like three million workless households. We need long term solutions to employment and the government knows this. We need to get people skilled and qualified and help them become employable."

But he thinks the current education system has a lot to answer for. He is scathing about academic selection "which puts a stamp on people and says 'you're a failure' and the way the education system has become geared up to producing people to do A levels and go off to

university.

"It shouldn't be a choice between 'A' levels, failure or work-based apprenticeships. There is a real opportunity here to build a technician class to support industry and address shortages in all sorts of skill areas."

The loss of EMA has been a blow, but McLoughlin is keen to point out the college never used it as a "recruitment tool." While he doesn't expect to see a dip in enrolments this year, what does concern him is retention. Young people are still enrolling, but when the cost of travel, books and other expenses starts to mount up, will they be able to last the course?

Around 80 per cent of City & Islington students were entitled to the full EMA and, despite the college putting in £250,000 of its own money to subsidise the new EMA replacement fund "there is simply not enough for a weekly entitlement" he says and students' needs will be assessed on a case by case basis.

After 30 years in FE, McLoughlin, who is also chair of the 157 group of colleges is still full of passion for the sector that "gives people second chances" and has the ability to transform lives. Over the coming year, he wants the college to "be responsive and grow" expanding its range of apprenticeships and higher education opportunities, including securing foundation degree awarding powers.

What never ceases to make him feel proud, he says, is seeing students wandering around Islington wearing their ID lanyards. "The fact they don't take them off shows how proud they are to be part of the college."



Picture: Nick Linford for *FE Week*



## FE Week expert

## New Head of UKCES wrongly accuses colleges of something to hide



Accusing colleges of withholding customer information because they have something to hide, as the new Head of the UK Commission on Employment and Skills does in the TES, may make for a good headline in the silly season but hardly makes a useful contribution to the debate on accountability.

Michael Davis would have been better advised to follow the recommendations published by his own organisation last year suggesting that the issues involved in improving information for customers 'must be addressed with a positive,

problem solving attitude rather than as a 'stick to beat' the sector'. The reality is that while providing information that helps students make well informed choices is important and something that colleges take very seriously it is also much more difficult than the armchair generals queuing up to advise FE might think.

To begin with customers of the FE sector are not short of data. Colleges publish success rates for long and short courses annually which, along with observational data also find their way into published inspection grades. Colleges carry out student satisfaction surveys and regularly receive ratings that many other public and private organisations would die for.

It is not true to suggest that Leicester College is the only one that makes use of more detailed data on student destinations and the proportions progressing into further education or employment is an integral part of the information published by every college under 'Framework for Excellence'. A helpful further step would be for the YPLA to analyse and publish this destination data for major types of course or by categories of student rather

than simply using it as one means of grading colleges.

It is good that in moving to a genuinely 'demand led' system of further education the government intends to give greater priority to information that serves the needs of customers. There is no shortage of well meaning advice on how this might be done – 'food labelling approaches' 'traffic lights' or 'scorecards' are regularly proposed by bodies like UKCES in broad brush terms conveniently leaving the awkward detail to others. Some suggestions are ludicrously impractical such as the Commission's own suggestion that colleges publish the increase in wages paid to successful graduates of individual courses. Others are possible but miss the point. A potential student is not so much interested in average pass rates or employment rates for a programme as in the prospects for someone like me.

What most students need is not more tables of data but skilled and impartial guidance that helps them assess options in the light of their own context, ambitions and attitudes to risk. Instead of cheap jibes at colleges UKCES would serve the country better if it challenged the serious cuts currently being made to the Careers Service that make the chances of such guidance increasingly remote.

*Mick Fletcher is the Visiting Research Fellow at the Institute of Education*

## Some reader comments from www.feweek.co.uk

**Shane Chowen said:** "When I was at NUS we did a lot of work with BIS on getting the public face of Framework for Excellence right for current and future students, particularly over the learner views survey element. It's good to know that all that work got noticed! If Mr Davies is keen to throw accusations of hiding data around, he'd do well to criticise one of the very first moves taken by Schools Minister Nick Gibb just after the general election when he EXEMPTED Sixth Form Colleges from the Learner Views Survey all together. We need a robust and consistent approach to pre-course data. The last thing we want is for Colleges to be made to feel, as Sixth Form Colleges Forum clearly did, that they can manage this by themselves without a system."

**Steve Hewitt said:** "The major problem with all of these scoring systems for FE is that I've seen no evidence that any of them would apply to one of our main competitors, School Sixth Forms. If Mr Davis wants to look for hidden evidence, he's better off looking at an area where 20% of A-level starters have "not known" outcomes..."

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## FE Week expert

# Understanding the Further Education Loans consultation



Picture: Nick Linford for FE Week

It won't be easy. It's at best confusing and contradictory, and at worst – morally deficient.

As part of the government's further education reform program, they have made the decision to begin charging over 24s for their first Level 3 qualifications (A level equivalents). They soon realised that some people who don't have these qualifications might not be able to afford to get them. So, rather benevolently, they decided to offer them loans! Except it doesn't look like they've thought through how it might work in practice, and now they're having a consultation to if out how it will work.

These loans are for anyone aged 24 or over who is on a Level 3 course and doesn't already have a Level 3 qualification, including apprenticeships and Access to HE courses. That's because before the age of 24, if you don't already have a Level 3 qualification, you can get it for free.

The loans are designed to cover the cost of study for up to £4,000. However, unlike in the Higher Education system, there is no limit on what Colleges can charge adults for their qualifications. I'll repeat that, there is no cap. So even if you get the maximum possible loan, it still might not cover the whole cost of study. If you can pay for part of the course yourself then you'll be able to get a smaller loan. But if you want to do an apprenticeship then your employer will be expected to make a 50% contribution, so you'll only get a loan for half the cost. And there are no maintenance loans available.

You can only have access to the loans for two years to complete your course, so if you don't get the results you need in that time, you'll have to pay for it yourself.

The loans will be administered by the Student Loans Company, but the consultation tells us they number available will be finite. Unlike in HE, where if you are accepted on to a course you are automatically eligible for a loan, you'll have to apply for a loan and apply to your course at the same time; and hope you get both.

In their own consultation document, the government tells us that, "the demand for Further Education is relatively price inelastic". In English, that means you can't raise the price of FE very much before people stop paying for it. It also tells us that a report commissioned by the Learning and Skills Research Centre in 2006 found that one third of learners would consider taking out a loan to fund their learning. So they already know that two thirds of learners wouldn't consider using this loan system.

**"We have the Department for Business, Innovation and Skills trying to impose a flawed HE model in the FE sector where it is even more inappropriate, and it's dangerous"**

And yet the government have already decided to implement this plan, they're just consulting on how to do it.

So here we have the Department for Business, Innovation and Skills trying to impose a flawed Higher Education model in the Further Education sector where it is even more inappropriate, and it's dangerous. The people who will be accessing these loans are the most debt-averse in society (much more so than those who might be put off by the cost of Higher Education), there isn't even the financial reward that a degree brings on offer, particularly with current unemployment rates. And those who won't access them are even more vulnerable.

But my biggest issue with this policy of Further Education loans is that it just shouldn't be necessary. It is a disgrace that we have gotten to a state in our society where those who have the least, are unqualified and have been let down by our education system the first time around; have no opportunity for a second chance.

What is it that changes when a person turns 24 that means they don't deserve to get a job, to provide for their family or to realize their potential?

*Toni Pearce Vice President (FE), NUS, Tweeting as @Toni\_Pearce*

## FE Week expert

# Social media in FE: Facebook

Like any other company, business or organisation FE colleges are open to as much reputation tarnishing as any other brand. However by managing your social media presence and using Facebook as part of your social marketing strategy, you can start to engage with your audience and realise that social networking isn't just about the number of "likes" but the level of engagement between you and your students.

Creating relationships and a positive experience can enhance any positive responses and counteract a bad reputation. So in line with the marketing strategy and corporate objectives, social media can control to some extent college's online influence and overall personality.

## Engaging your students on Facebook

There is the risk of running your college facebook page as an advertising billboard, by bombarding your fans with constant marketing messages, however if this is your approach then the whole focus of your social media strategy is fuzzy and will put off potential fans. Social media should be about starting a conversation topic and then monitoring the type of comments and feedback the students are responding with.

At Bournemouth and Poole College this approach has been effective, as instant feedback was used to change a process at enrolment. It gave an instant student response and helped the college get to the root of the student experience.

Resolving issues is not the only benefit of interacting with your students, as Facebook can act as another line of enquiry for not only new and prospective students but current students as well. Questions and queries will be common but it's the way in which the college responds that can affect the online relationship with your audience. Responding quickly or instantly will begin to build up a rapport with your audience; it's not necessarily about knowing all the answers to the questions but being supportive and responsive. If the students know that you are there to help they will continue to ask questions and feel part of a community.

## Social Media Metrics

From a marketing point of view you might be thinking about spending serious time and money on social media, but are you measuring your return on investment (ROI)? If not, how do you know it's even working? By measuring these 5 metrics, you will be well on your way to getting an accurate representation of your ROI.

### 1. Referring Sites

By measuring the majority of your website clicks and where they are coming from, you can determine which social media platforms you should be spending more or less time on. For instance, if only 2 per cent of your clicks come from Twitter but 65 per cent come from Facebook, then you know that your audience is more present on Facebook and you should spend more time there.



### 2. Comments

If you monitor your comments over a period of time, you can see which topics have got your audience talking and continue to post about those topics. If you have a Facebook business page and monitor your Insights, you can find this metric in the "Interactions" portion of your Insights page.

### 3. Klout

The Klout Score measures influence based on your ability to drive action. Every time you create content or engage, you influence others. The Klout Score uses data from Twitter, Facebook, LinkedIn, and Foursquare in order to measure:

- How many people you influence
- How much you influence them
- How influential they are

Klout explains, "How often do top Influencers share and respond to your content? When they do so, they are increasing your Network Score."

### 4. Sentiment

Sentiment is simply whether people are saying positive, negative or indifferent things about your brand.

### 5. Mentions by Source

Mentions by source will tell you where people are talking about you, which gives you the perfect segue into the conversation. For instance, people may be asking their friends questions about your brand on Twitter; you could chime in and help answer them. If this metric is measured correctly, it will tell you what percent of your mentions are coming from blogs as well as social media. You then should be able to view each mention and see the sentiment.

If you start measuring these five metrics, you should have an idea of your return on investment and whether you are spending your time and money wisely. By ignoring these simple metrics and continuing your social media strategy blindly, you are just throwing away your time and money.

Start by finding a good social media management platform tool, there are lots to choose from and basically all platforms have the same monitoring function.

*Rachel Batho is Marketing Co-ordinator at Bournemouth and Poole College*



## FE Week expert

## Monitoring apprentices is critical



Monitoring apprentices is critical to high completion and success rates.

Having committed a further £222 million to vocational training earlier in the year, apprenticeship schemes are undoubtedly high on the government's agenda. Often beset by high dropout rates, however, education providers need to display that they are a valid ongoing investment. Effectively tracking learners can have a direct impact on apprenticeship success rates while concurrently demonstrating that the funding is well spent.

As reported by *FE Week*, between April 2010 and March 2011, the government targeted that 203,200 19 year olds and above would start an apprenticeship scheme. Figures released in June, however, revealed that the actual figure was 257,000 – an astonishing 54,000 more than expected.

Figures like these demonstrate the potential power of apprenticeships but, for them to work successfully, the alarming dropout rate of around 25 per cent needs to be rectified to ensure success rates become consistently high.

Further education colleges can help to address this issue by effectively tracking every learner's progression and attendance. Historically, this has been a cumbersome and highly inaccurate process that had very little effect on success rates, however, there are effective ways to manage this.

By having instantaneous access to up-to-date records on all students, colleges have the data they need to not only increase the success of their learners but also the success of the scheme itself. As a result, if either aren't delivering to their full potential, colleges would be able to use an accurate flow of information that will directly lead to the point of breakdown, allowing it to be rectified before any serious or long-term damage is caused.

Increasing and maintaining motivation is another important factor that can be heavily influenced by the implementation of online management software. Institutions have reported that their apprentices displayed an increased willingness to learn and determination to improve themselves when they could view their own progress – a simple yet highly effective means of lowering dropout rates while increasing individual and overall success.

**“Apprentices displayed an increased willingness to learn and determination to improve themselves when they could view their own progress”**

Arming colleges with the tools they need to manage apprentices through effective learner-centric tracking of progression against qualifications, frameworks and milestones, as well as managing funding, recruitment and statistical reporting from a single platform, provides them with the ability to have much greater control of the destiny of the scheme and those taking part.

Apprenticeship schemes without a doubt have the power to reduce unemployment rates and address the UK's skills shortage problem but, in order to do this successfully and recurrently, they need to show that they are worth the ongoing investment, which currently sits at £1.4 billion every year. Monitoring students has a key part to play in demonstrating and influencing this.

*Paul Davis is Managing Director of Perspective, a provider of learner management products. Tweeting as @PDPerspective*

## FE Week agitator

## Remind me again why I pay the training budget of a \$422bn company?



The supermarket chain Asda is owned by Walmart, which for fiscal year ending January 31, 2011 (according to Wikipedia), “reported a net income of \$15.4 billion on \$422 billion of revenue with a 24.7 per cent gross profit margin”, making it “the world's 18th largest public corporation, according to the Forbes Global 2000 list, and the largest public corporation when ranked by revenue.”

I therefore nearly choked on my Morrisons cornflakes when I read that the UK government will be covering all the costs of the Walmart Apprenticeship programme. As reported last week in this newspaper, the Skills Funding Agency have handed City & Guilds their first apprenticeship training contract, and all £8 million of it will be spent on Asda employees. Walmart, nor their supermarket Asda, will be paying City & Guilds anything. How do we know this? Well, because that is what they told *FE Week*.

Wait, really? That can't be right can it? But public sector funding is being slashed, ESOL course cuts, and so on. Why would our beloved Minister, John Hayes, one of the biggest critics of free workplace training (under Train to Gain) when in opposition, allow this? If Walmart and Asda really wanted this training for their staff they should spend a small frac-

tion (about 0.08 per cent) of their \$15.4 billion net income, right?

It's total utter madness, and I can think of four reasons as to why it's been allowed to happen:

1. The National Apprenticeship [sales] Service are still paranoiod they won't achieve the increased apprenticeship recruitment targets, so are being lazy.

2. It's a quick and cheap way for the government to buy a rise up the international league tables for first full level 2s in the workplace (the reason Train to Gain was invented by Gorden Brown when in the Treasury)

3. Maybe Asda have pointed out that the competition (Morrisons) have had money thrown at them, so it is only fair they get a similar slice of the apprenticeship big give away.

4. Apprenticeships are such a complex yet sexy policy area Asda and BIS 'investment' press releases remain good for business.

There are so many questions. Here are four:

1. Did the Skills Funding Agency put this £8 million contract with City & Guilds to tender to secure best value for money? If not, why not?

2. Does a contract of this size with a single employer, who is not making a cash contribution, break EU competition law (State Aid)?

3. Why is the contract not with the National Employer Service, who can negotiate rates?

4. How many of the planned 25,000 Asda apprentices are already adult employees?

This expensive and lazy approach to spending scarce skills funding resource makes me so angry. Let us not forget the ESOL discretionary Learner Support Fund has been scrapped, and it was worth just half the City & Guilds Asda contract.

Could the Asda motto: 'saving you money every day', be any less appropriate? Minister Hayes, you have some explaining to do.

Tuesday 8th November, Nottingham

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# FE Week gets technical

FE week brings you, on one handy **pull-out**, the Lsect 16-18 college recruitment research findings. Download the full survey spreadsheet from [www.lsect.com/16-18-recruitment-survey-2011.xls](http://www.lsect.com/16-18-recruitment-survey-2011.xls)

Lsect members were emailed the link to an online survey, and 105 colleges responded on Monday 12 September  
The 105 responses represents approximately 30% of all YPLA funded colleges in England

The tables below contains some anaylsis, which strongly suggest there are significant 16-18 shortfalls. In particular:

- ~ 79% of colleges that responded to the survey said they were below target (some by as much as 1000 learners)
- ~ In total, respondents were short by 20,319 (-8%) 16-18 learners (-9% FE and -4% sixth form colleges)
- ~ FE colleges (as opposed to sixth form colleges) in particular seem to be struggling

Colleges	Total	Responses	Percentage of total
FE and other colleges	253	85	34%
Sixth form colleges	94	20	21%
All	347	105	30%

The 10 colleges with the highest shortfall of 16-18 year-old learners account for a 7,719 learner shortfall  
All 10, as you might expect, are FE colleges in urban areas (see urban compared to rural below)

Colleges	Total	Above target	Equal to target	Below target	% below target
FE colleges	85	9	3	73	86%
Sixth form college	20	7	3	10	50%
All	105	16	6	83	79%

Colleges	Total	Target	Actual	Performance	Performance
FE colleges	85	214,888	195,843	-19,045	-9%
Sixth form college	20	30,119	28,845	-1,274	-4%
All	105	245,007	224,688	-20,319	-8%

It is also interesting to consider whether the situation differs between rural and urban colleges.

The tables below show that a greater percentage of rural colleges report shortfalls (85% rural and 77% urban), but the vast majority of the total shortfall in 16-18 learner numbers are reported by urban colleges (86% of the total shortfall).

Colleges	Total	Above target	Equal to target	Below target	% below target
Urban	79	6	4	61	77%
Rural	26	12	0	22	85%
All	105	18	4	83	79%

Colleges	Total	Percentage of total	Current recruitment	Percentage of total
Urban	79	75%	-17,375	86%
Rural	26	25%	-2,944	14%
All	105	100%	-20,319	100%





## A selection of comments from four colleges

### **College A report 547 short (-15%)**

"16-18 learners numbers are below our enrolment targets (9% short of learner target without withdrawals). We are actively contacting all applicants and still chasing enrolment numbers. Enrolment will still continue over the next couple of weeks. **The loss of EMA has had a significant impact on learners who rely on the money to continue their education.**"

### **College B report 400 short (-16%)**

"Enrolment started off well, but has slowed down significantly. Being a London college the competition is a lot fiercer than rural. Although not analysed as yet, key factors impacting recruitment are (1) **More students staying on at school 6th forms?** (2) **more sixth forms**, (3) **new Academies** (4) **Changes to EMA rules** (5) **riot impact** (potential custodial sentences) and the fact that riot impacted areas may be less attractive to learners."

### **College C report 617 short (-16%)**

"Down on full time 16-18 and feedback from learners indicates the following associated reasons; **EMA's; Progression & HE Fees; Schools competition offering BTEC Awards/Certificates in non vocational areas; stricter entry criteria; New Academy locally.**"

### **College D report 500 short (-13%)**

"Significantly below target. Possible reasons: **EMA, as draw 70% of students from out of borough (so put off by travel cost).**"



## Diploma in Access to HE Funding Summit

### 18th October 2011 ~ London

The Lsect Diploma in Access to HE Funding Summit provides a unique opportunity to hear about the funding future of the Level 3 Access to Higher Education Diploma.

**Simon Hughes MP confirmed**  
Deputy Leader of the Liberal Democrats  
and serving as the Government's Advocate  
for Access to Education

**Liam Burns confirmed**  
President of the NUS

#### Who should attend?

- ~ Senior and middle managers (Finance, Data, Curriculum) in colleges and other organisation with an interest in the future of Access to HE
- ~ Curriculum staff involved in the delivery of the Access to HE Diploma, looking to better understand its future

## Find out more and book your place at [www.lsect.com](http://www.lsect.com)

Brought to you in collaboration with the leading Access Validating Agencies (AVAs) across the country.

The nine Access Validating Agencies (AVAs) between them offer a rich diversity of Access to HE Diplomas to the vast majority of providers in England. The learning communities they serve are diverse, and courses have been tailored to student needs, through active and successful local partnerships between providers of further and education, and local universities.





# FE Week campus round-up

## The 'other' Dragons' Den star rewards retail apprentice from The Source

The stars of retail were celebrated last week at the Skillsmart Retail Rising Stars Awards, held at London's Grosvenor House Hotel.

The cream of talent from across the UK came together for the annual awards ceremony, with star guest Theo Paphitis, to find out who would take home the honours.

Almost 80 people and teams from a range of businesses and skills shops across the country battled it out in 17 categories, hoping to get their hands on one of the much sought after trophies.

We caught up with "Skillsmart Retail Apprentice of the Year" 17-year-old April Bell who works for Monica F Hewitt Florists in Sheffield. April is working towards a Level 2 apprenticeship in Retail with The Source Skills Academy in Sheffield.

April said: "I had convinced myself that I hadn't won it, I was seated next to Theo Paphitis and thought, well, whatever happens I've had a right good night!

"I'm just waiting for my results in English, and then hopefully I can go onto Level 3. I'm

hoping to study for some First Aid qualifications too. My ambition is to get properly trained and qualified, then one day I'd like to have my own florists. I'd love that."

The Source Skills Academy is based in Meadowhall shopping centre.

Managing Director Ann Cadman told *FE Week*: "The Rising Star Awards are among the most prestigious awards in the Retail Sector. We are delighted for April and to be crowned Retail Apprentice of the Year is great testament to her hard work and dedication. April truly is a rising star and we are proud to celebrate her achievement."

Dragons' Den star Theo Paphitis said: "Winning the Apprentice of the Year Award is a massive achievement. The competition was of a very high standard and April is a great example of the drive, commitment, enthusiasm and sheer passion required to make it in retail.

"April shows every sign of becoming one of tomorrow's retail leaders and I look forward to seeing her develop her career in what I believe to be the most dynamic and exciting industry."



## Cornwall College go wild for new £300k training kitchen



A new generation of chefs from South East Cornwall and Plymouth donned their whites for the first ever practical lesson in Cornwall College Saltash's brand new £300,000 industry standard training kitchen.

The state-of-the-art facilities will be used to train full-time post-16 students, 14-16 year olds from local schools, and apprentices in Professional Cookery qualifications.

Chef lecturer Jan Langley (pictured) brings over 30 years of experience with her, having started out in the industry at 16 assisting in the kitchens of London hotels. She worked her way up learning her trade as an apprentice with classical training, progressing in her career from three star to five star establishments in varying chef roles and even did a stint aboard the QE2!

## KOVAK visit Central Sussex College



Electro-pop band, KOVAK were given the star treatment by Media students from Central Sussex College, when they met for a publicity masterclass.

With a day of photography, interviews, performance, and a podcast, the students needed to maintain a professional, yet creative approach during the session held at Brighton's KOMEDIA.

KOVAK, who are due to release their second album will look closely at images from the day, and possibly use students' ideas for their new album cover.

## Newham College get on their bikes for Children's Hospice



Teenagers from Newham College have received National Citizen Service certificates signed by David Cameron after raising £550 for the Richard House Children's Hospice.

Their work was part of the government's National Citizen Service and its 'Summer of a Lifetime' programme aimed at young people.

Steve Smith, a deputy director at the college said: "It's great that the Prime Minister has recognised the positive efforts of young people."

The scheme included a week of activities such as archery, canoeing and mountain biking at Brenscombe Outdoor Centre in Dorset. Summer of a Lifetime' is pilot project delivered in partnership with the Dame Kelly Holmes Legacy Trust and voluntary sector organisations, Local Authorities and FE colleges.

## Students showcase is first for The Cube



Graphic Design students from Birmingham Metropolitan College were given the chance to showcase their talents at a landmark city development, after creating a multimedia presentation which encouraged them to turn The Cube 'inside out'.

The Cube has introduced many firsts to Birmingham during its development including the state of the art architecture, the first Marco Pierre White restaurant in the city and one of the UK's first automated car park systems.

The work of three students, Bradley Caine, Elsie Ofori and Ben Colman was selected for a forthcoming city exhibition to be held later in the year.



## Leeds City College dancers get ready for an international audience



A group of dance students are stepping up preparations to perform to an international audience at WorldSkills 2011, after being selected from almost 200 UK schools and colleges to 'showcase' their skills alongside the competitions.

The Leeds City College Dance Collective will be showcasing an exciting multimedia dance piece entitled 'Maps of Identity', which mixes live dance with film, at the world's largest skills competition for young people on October 8th.

The 12 Dance and Performing Arts students, who hail from a diverse range of backgrounds from Leeds to Poland and Zimbabwe, created the piece to celebrate the diverse student demographic at the College and explore how their geographical and cultural roots have shaped their lives.

Lecturer Briony Marston said: "It's wonderful to be a part of this prestigious, high profile event. Performing at the WorldSkills will be a fantastic experience for them and undoubtedly enhance their studies."

## Fun day is 'simples' at Shuttleworth College



A new season of 'Animal Fun Day' short courses at Shuttleworth College is about to begin.

Young people aged 11-16 get the chance to peer into the lives of all sorts of animals, including creepy crawlies and slippery snakes.

Carl Groombridge, lecturer said: "This is a chance for young people to get up close to exotic creatures that they may otherwise only see on the TV.

Carl said: "The Animal Centre is home to just about every family of species in the world

and habitats include a topical rainforest setting where recorded sounds of the forest give an added dimension to the environment.

"It offers young people a unique opportunity to learn about animal welfare and conservation - but with the magic ingredient of fun. It's a chance to have a "hands on" experience with creepy crawlies and slippery snakes and discover the secrets of these exotic creatures."

Animal Fun Day is on Saturday 29th October from 9.30am until 12.30pm

## Bedford College's Student of the Year prepares to set the Olympic route on fire



Bedford College Student of the Year Deji Tobais has got through to the second stage of selection for Olympic Torchbearers.

The international sprinter remains hopeful of a place in the 2012 Olympics squad - and now also to carry the torch across the UK.

He was nominated by Bedford College in response to a nationwide appeal for Olympic Torchbearers and is now among 2,012 individuals who have made it through the second stage out of 28,000 who were put forward.

Deji was a semi-finalist in the World Junior Championships in 2011 and has just competed in the European Junior Championships.

Chief Executive Ian Pryce said: "We are a winning team here at Bedford College and this acknowledgement of the contribution made

to the community by our staff and students is well deserved."

Fellow College Director Tom Kay, who is in charge of the sports and related departments added: "To be the first past the finishing line in front of so many others who have been bidding to be part of the Get Set team is a fantastic reward for sports head Phil Newman and his team. Special thanks to our Sports Co-ordinator Michael Cox who runs sports studies and enrichment activities at the college and in local schools."

Students from Bedford College have represented their country in a variety of sports over the past decade - so becoming part of the "Olympic Dream" is a fitting reward for the college.

## Sparsholt College Hampshire success at British Dressage Awards 2011



Sparsholt College's Equine Centre has recently received a Venue of the Year Award 2011 by British Dressage. The award is based on the quality of facilities, atmosphere and efficiency, including the speed at which results are published on the day and made public thereafter.

Kathy Bamber, Equine Manager says: "Events at Sparsholt continue to develop in terms of numbers and quality of competitors. We have all worked very hard to provide first class customer care and excellent facilities and this

award acknowledges the combined efforts of the volunteers, the judges, the scorers and all the staff and students."

The Equine facilities at Sparsholt are British Horse Society-approved. Modern teaching facilities including 70 stables, an indoor arena, three outdoor arenas, horsewalker, grass rides and cross country schooling fences. The Equine Centre at Sparsholt College has been included within the London 2012 Pre-Olympic Games training guide.



# Parliamentary committee style debate on ESOL funding policy

The balance between clarity and flexibility has always been at the heart of the ESOL funding debate.

FE Week held an evidence gathering session at the House of Commons on Tuesday to allow college principals, agency officials and front and back bench MPs to discuss the Government's most recent policy U-turn.

The 'clarification', which affects learners seeking fully funded English for speakers of other languages (ESOL) courses, has caused widespread confusion for further education (FE) providers during enrolment. The session was an opportunity to discuss the impact of the sudden changes and what could be done to improve funding regulation in the future.

**"It's ridiculous that people don't know if they are charging for fee remittance or not. We need to get some clarity on the situation."**

Many speakers argued that the Government announcement was 'dripped out' and inconsistent. The clarification, which was released discreetly on the Skills Funding Agency website in August, was poorly publicised and left many FE colleges confused going into the peak enrolment period.

Heidi Alexander, Shadow Secretary of State for Environment, Food and Rural Affairs said: "It's ridiculous that people don't know if they are charging for fee remittance or not."

"We need to get some clarity on the situation."

Although the government U-turn has been welcomed by most FE colleges, some of the

witnesses at the session emphasised that the 'rescue' of ESOL courses could be short lived.

Sue Rimmer OBE, Principal and Chief Executive of South Thames College said: "We need to know what's happening next year."

Dan Taubman, Senior National Education Official for Further Education and Lifelong Learning and also involved with the Action for ESOL campaign added: "Nobody knows what the financial situation will be next year."

"We have only won the battle, we haven't won the war."

Much of the discourse fell back to the issue of clarity within the funding policy.

Stephen Hewitt, Strategic Funding, Information and Enrolment Manager at Morley College said: "There are lots of things that we are not quite sure about."

"It's the most ramshackle thing that I've had to work with in the last 15 years in the sector."

"Saying it will be all okay is something I find very hard to believe."

As an example Susie Kusnierz added that although the situation with course fees had been remedied, there was no clarification on how the policy would affect other learner costs, such as examination fees.

Both clarity and flexibility are needed to develop successful ESOL courses. During the session many of the speakers seemed to be at odds with one another about which ideal should be prioritised in the future.

Sue Rimmer argued that each local community is unique, and that FE providers couldn't help or empower communities without certain freedoms.

Andy Wilson, Principal of Westminster Kingsway College added that the sector had experienced tighter regulation whilst Labour was in power.

This resulted in "huge rulebooks" and a tendency to prioritise performance targets;

a landscape which many FE providers would probably wish to avoid in the future.

Toni Pearce, Vice President for FE at the National Union of Students was keen to bring the focus of the talks back to the impact and needs of students.

She said: "We've talked about what's best for colleges, but what about what's best for students?"

**"If this had happened to schools or universities there would be flaming pitchforks."**

Toni said that she was concerned that the FE sector was being directed and driven by the private sector, and not the needs of local people.

Joy Mercer, AoC's Director of Education Policy said that the current level of funding provides an insufficient number of hours needed to learn the English language. She said that "way more than 72 hours" were required, and asked how attendees would feel about trying to learn Japanese in a similar time frame.

The latter part of the event topic touched upon the role of large corporations, asking why they weren't being forced to provide some sort of cash contribution to the delivery.

Sue Rimmer added that big businesses were 'taking money for what they should be doing anyway.'

Stephen Hewitt suggested that help should be prioritised for small and medium sized corporations.

He said: "If this had happened to schools or universities there would be flaming pitchforks. 'It's always FE that gets messed around.'"

Gordon Marsden, MP for Blackpool South

and Shadow Minister for Further Education and Skills was present only for the opening remarks of the debate.

He said that there was "a very broad philosophical debate to be won here", and that he would continue to press the government on the issue.

At the end of the session John McDonnell, Labour MP for Hayes and Harlington asked for suggestions on how these issues could be discussed further, putting forward the idea of an early day motion as an example.

David Hughes, the new Chief Executive of NIACE responded by asking that John Hayes, Minister of State for Further Education, Skills and Lifelong Learning conduct a lessons learnt investigation into how the original policy change was introduced and why it took so long to undo.



Andy Wilson, Principal of Westminster Kingsway College was looking out for his tweets on our projected 'twitter fountain'.  
Tweet him @AndyWKC



Words by Nick Summers  
Photos by Laura Braun (more pictures online: <http://www.flickr.com/photos/feweek/>)

David Hughes started this month as Chief Executive of NIACE, and chaired the event.

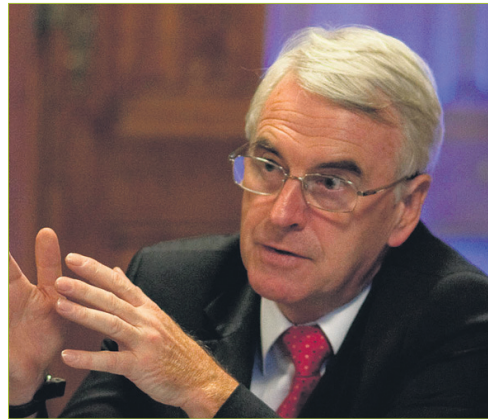


Heidi Alexander MP hosted the event. Gordon Marsden, Shadow Minister for Skills, spoke first.





Lilian Greenwood, MP



John McDonnell, MP



Many attendees were broadcasting the best bits via twitter, using the hashtag #ESOL2011



Jim Fitzpatrick, MP



Heidi Alexander, MP



Attendees took away an 'FE Week book-bag', the first edition, and of course a dip dap sherbet dip!

# FE Week launch

**F**<sup>E</sup> Week launched with a packed out party at St Stephen's Tavern in Westminster, on Tuesday night.

College principals, MPs and members of the press filled the first floor of the Westminster pub and were able to enjoy themselves with complimentary wine, beer and nibbles.

It was a chance for Nick Linford, Managing Editor of *FE Week* to formally introduce the newspaper and some of its editorial team.

In the opening remarks he said: "It's something that I've felt quite passionately about.

"I feel the FE sector has a lot to shout about and I know that there are huge success stories that the press often don't talk enough about."

The launch event followed on from an ESOL funding policy debate held by *FE Week*

at the House of Commons.

Although the session created some passionate debate about the Government's recent U-turn in fee policy, it did nothing to stop the attendees from letting their hair down afterwards.

Guests spoke freely about their drinking habits, the London riots and even the technicalities of creating an iPhone app.

The evening was a reflection of what *FE Week* is trying to achieve; a newspaper that is deeply involved and connected with the sector's most pressing issues - whilst at the same time providing a place for creativity, entertainment and fun.

*FE Week* would like to thank everyone that was able to attend. We look forward to your continual support and feedback.



The *FE Week* team, left to right: Claire Harrison; Tashanna Egbochue; Ruth Sparkes (EMPRA); Shane Mann; Claire Edwards; Nick Reinis; Nick Linford; Nick Summers; Jan Murray (freelance).



# FE Week jobs

Advertise your jobs on our website  
**FREE OF CHARGE** for a limited  
period

If you're looking to fill a vacancy,  
then you need *FE Week* - we offer  
cost effective advertising both  
online and in print

You won't find a better targeted  
publication for FE leaders, manag-  
ers and specialist support staff

Find out more at [www.feweek.co.uk](http://www.feweek.co.uk)



**CITY of BRISTOL  
COLLEGE**

FACULTY: Construction and Environmental  
Technologies POST REF: 11/854a  
JOB TITLE: Curriculum Team Leader – Tech-  
nical and Professional  
SALARY: £29,978 - £37,993

This exciting, newly created position will be  
integral in the development and success of  
the faculty. As a Curriculum Team Leader you  
will be responsible for the management and  
development of a range of courses within the  
Faculty, ensuring a quality learning experience  
in your curriculum area.

The role will require you to provide effective  
leadership for your curriculum area teams,  
ensuring effective utilisation of resources, as  
well as curriculum development, planning and  
evaluation of delivery, with both innovation  
and e-learning being incorporated.

With a relevant professional qualification or  
degree, you will hold or be prepared to obtain a  
teaching qualification e.g. PGCE or DTfLS or  
equivalent.

You will have a successful track record of  
teaching students in Further Education or in  
schools and evidence of programme or cur-  
riculum team leadership

Closing Date: 23rd September 2011

FACULTY: Construction and Environmental  
Technologies (POST REF: 11/868)  
JOB TITLE: Workshop Instructor – Plumbing  
SALARY: £18,779 - £23,795  
LOCATION: Ashley Down Centre/South Bristol  
Skills Academy

Your role as Workshop Instructor in Plumbing  
will involve the delivery of practical instruction  
and training activities in a workshop environ-  
ment, assessing and reviewing learners work and  
progress to ensure they meet or exceed targets.

To be successful you will need a Level 3 Plumbing  
Qualification or City of Guilds qualification and  
previous experience in the Construction and /  
or Civil Engineering industry. Furthermore, you  
will have or be willing to work towards Assessor  
qualifications.

Closing date: Friday 23rd September 2011

FACULTY: Sales & Marketing  
POST REF: 11/905  
JOB TITLE: Sales Support Assistant  
SALARY: £18,354 - £20,055

An exciting opportunity has arisen for a  
proactive individual to work with and provide  
strong support to the college Business Advisors,  
Sales Team and Sales Manager.

It is an essential requirement that you have  
advanced administration and organisation skills  
coupled with an enquiring approach to solving  
customer and internal queries. You will be  
responsible for co coordinating and monitoring  
all sales referrals passed into faculties for  
delivery of training and will provide various  
types of sales and performance reports to the  
Sales Manager.

Closing Date: 21st September 2011

FACULTY: Construction and Environmental  
Technologies (POST REF: 11/895)  
JOB TITLE: Technical Lecturer (Electrical)  
SALARY: £25,117 - £29,105  
LOCATION: Ashley Down

Your role will involve teaching and assessing  
learners to ensure they meet or exceed targets.  
You will support learners in all aspects of their  
educational studies using innovation within your  
teaching and utilising e-learning opportunities  
where appropriate.

Applicants should have electrical industrial  
experience and ideally be qualified to C&G / NVQ  
level 3 or equivalent, a teaching qualification and  
experience in teaching / training would be an  
advantage.

Closing date: Friday 23rd September 2011

FACULTY: Construction and Environmental  
Technologies POST REF: 11/854b  
JOB TITLE: Curriculum Team Leader – Plumb-  
ing  
SALARY: £29,978 - £37,993

As a Curriculum Team Leader you will be respor-  
sible for the management and development of a  
range of courses within the Faculty, ensuring a  
quality learning experience in your curriculum  
area.

The successful applicant will be able to demon-  
strate adaptability and flexibility and a positive  
approach to challenging situations.  
With a relevant professional qualification or  
degree, you will hold or be prepared to obtain a  
teaching qualification e.g. PGCE or DTfLS or  
equivalent.

Closing Date: 23rd September 2011



## Outstanding Facilities – Outstanding Opportunities

East Surrey College, judged Good with Outstanding features by Ofsted in 2009,  
has just opened its spectacular new building in Redhill. Inspirational teaching  
and the commitment of all our staff supports our growing learner success. Is this  
the opportunity you are looking for?

### Programme Manager - Construction

**Salary: £32,196 to £37,329** (market forces supplement may be considered for exceptional candidates)  
**Hours: 37 per week**

This exciting post involves:

- Leading the development of the curriculum area and department strategies to drive quality improvement
- Motivating, coaching and inspiring a team of lecturers to deliver outstanding results
- Acting as a subject specialist and ensuring the delivery of the highest quality teaching & learning

Specific areas of responsibility include Brickwork, Carpentry, Electrical Installation, Painting & Decorating and NVQ's and Apprenticeships. This post will suit a motivated and enthusiastic individual with a proven track record in teaching and course leadership. Ideal candidates will be fully teacher qualified with excellent subject knowledge alongside a relevant degree or equivalent professional qualifications. Candidates must also hold assessing and internal verifying qualifications. Previous management experience is highly desirable for this post.

Closing Date: **12:00, Friday 16 September 2011**

For full vacancy details and to apply visit our website [www.esc.ac.uk/careers](http://www.esc.ac.uk/careers)  
or contact the Human Resources department on 01737 772611 (option 4).

East Surrey College is committed to Equal Opportunities and we encourage applications  
from all sectors of the community to reflect our diverse student population.



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the opportunity you are looking for?

### Programme Manager - Business

**Salary: £32,196 to £37,329** (market forces supplement may be considered for exceptional candidates)  
**Hours: 37 per week**

This exciting post involves:

- Taking the Department forward by leading on new initiatives to achieve excellence
- Motivating, coaching and inspiring a team of lecturers to deliver outstanding results
- Acting as a subject specialist and ensuring the delivery of the highest quality teaching & learning

Specific areas of responsibility include Business, ICT, Travel and Aviation. Ideal candidates will hold a relevant degree and a full teaching qualification with extensive knowledge and experience in one or more of these areas. An understanding of teaching and learning issues and experience of course leadership are essential. Candidates must also be familiar with quality assurance frameworks, and experience of assessing and internal verifying (along with the relevant qualifications) is desirable for this post.

Closing Date: **12:00, Friday 16 September 2011**

For full vacancy details and to apply visit our website [www.esc.ac.uk/careers](http://www.esc.ac.uk/careers)  
or contact the Human Resources department on 01737 772611 (option 4).

East Surrey College is committed to Equal Opportunities and we encourage applications  
from all sectors of the community to reflect our diverse student population.





FACULTY: Construction (POST REF: 11/823)  
JOB TITLE: Curriculum Manager – Technical and Professional Construction  
SALARY: £40,794 rising to £43,275 (through demonstration of competence)

The Curriculum Manager will be responsible for managing and developing a range of courses within the Construction Faculty, including the control of expenditure, income and other resources.

With a degree or relevant professional qualification, you will hold or be prepared to obtain a teaching qualification e.g. PGCE or DTTLs or equivalent. An up to date knowledge of QCF and experience of managing Construction Curriculum within the FE environment is essential, as well as experience/knowledge of micro generation.

Closing date: 23rd September 2011

UNIT Human Resources and Organisational Development Post Ref: 11/871  
JOB TITLE: Workforce Development Assistant (maternity cover)  
SALARY: £18,354 – £20,055

With big shoes to fill we are looking for a team player who can hit the ground running providing a comprehensive administration service and contributing to the effective running of the College Workforce Development Team.

As well as ticking all the boxes you will have an NVQ level 2 in Business Administration or equivalent, knowledge of MS Office and experience of using a professional personnel system/database.

Closing Date: Tuesday 20th September 2011



## Consultant

Drake Lane Associates specialise in software solutions, training and consultancy for the further education sector. Working with a wide range of organisations including all types of college, private training providers, local authorities, awarding bodies and audit companies, we are the leaders in our field.

Due to continuing growth we are now looking to appoint a consultant to work with our client base across the country. Initially the focus will be on leading 4cast software implementations, working both on and off-site with our client's management teams. However, the role will also involve demonstrations, data analysis and training clients in the best use of our software, sales follow-up.

Candidates applying for this role must have a good working knowledge of MIS in FE including data requirements, funding and external FE software (LIS, LARA, DSAT).

Although not essential, familiarity with our software - 4cast, SCORE & ADaM would be an advantage.

The successful candidate will be a detail conscious, pro-active self-starter with excellent communication skills and the flexibility to travel extensively, staying away when necessary.

It is anticipated that this role will develop further within the general area of 'Consultancy' and the person appointed will contribute to the further development of the business as a whole.

Innovative Solutions for Education Management  
[www.drakelane.co.uk](http://www.drakelane.co.uk)

## Rewards

A competitive package including salary circa £35,000 (this will not be a limiting factor for an exceptional candidate) and 25 days holiday.

To apply please forward your C.V. together with a covering letter by email to: [jobs@drakelane.co.uk](mailto:jobs@drakelane.co.uk)

SCORE

4cast

ADaM



# Buckinghamshire County Council

**Numeracy Tutor Supervisor**  
**Buckinghamshire County Council Basic Skills Development Team**  
**Full time, 37 hours per week**  
**Countywide Across Buckinghamshire**  
**Salary £27,116 - £29, 866 per annum based on experience**

Buckinghamshire County Council's Basic Skills Development Team is looking for an enthusiastic and committed person to manage their team of Numeracy tutors in the delivery of the National Skills for Life Qualifications and Functional Skills.

You will contribute to team curriculum planning, be responsible for quality assurance issues, monitor and interpret data as well as being proactive in developing links and building long-term partnerships with associated organisations and employers. You will also be responsible for taking the lead in facilitating online learning, and be fully involved in taking forward new initiatives within the Numeracy field.

Candidates must be a qualified Adult Learning Tutor with experience of teaching Numeracy in classroom situations. Experience of managing a team is also essential. You must have access to a car and be willing to travel across Buckinghamshire.

You will have the ability to work as part of a team but also the confidence and initiative to work independently. A flexible approach is essential.

For an application pack please contact Stephanie Milne in the recruitment team on 01296 383366 or email [recruitment@buckscc.gov.uk](mailto:recruitment@buckscc.gov.uk).

**Closing Date: Monday 10<sup>th</sup> October**

## Career opportunities at MidKent College

### Head of Management Information Services (MIS)

**Ref: MIS02**

**Salary: c55k per annum + Relocation Package**

**Medway Campus**

MidKent College is a large, successful College operating on two main sites in Medway and Maidstone. Our state-of-the-art Medway campus is next to the Royal School of Military Engineering where the College is training soldiers under a 30 year contract. Our Maidstone Campus is about to undergo a £23m self-funded refurbishment.

We are looking for an experienced manager, ideally with experience of FE, to lead the MIS and Examinations services to deliver industry-leading performance in these important areas.

Reporting to the Director of Finance, you will be responsible for ensuring that the College is fully versed on changes to funding and curriculum developments. You will lead on data management and funding optimisation across the College's major funding streams, ensuring that curriculum performance is effectively planned and monitored.

**For an informal discussion or to arrange a visit to the College, please contact Ian Rule, Director of Finance on 01634 383167 or email [ian.rule@midkent.ac.uk](mailto:ian.rule@midkent.ac.uk)**

**Closing date: 12 noon, Monday 26 September 2011.**

**Interviews are scheduled to take place on Thursday 13 October 2011.**

For an application pack and further details visit [www.midkent.ac.uk](http://www.midkent.ac.uk) or email [job.applications@midkent.ac.uk](mailto:job.applications@midkent.ac.uk). Alternatively you may contact Human Resources on 01634 383102.

*The College is committed to safeguarding children and young people therefore any offer of employment will be subject to a CRB check.*



**MidKent College**

*MidKent College is an equal opportunities employer*



# FE Week Guide to Twitter

*FE Week* has set out to get more professionals from the further education sector on Twitter.

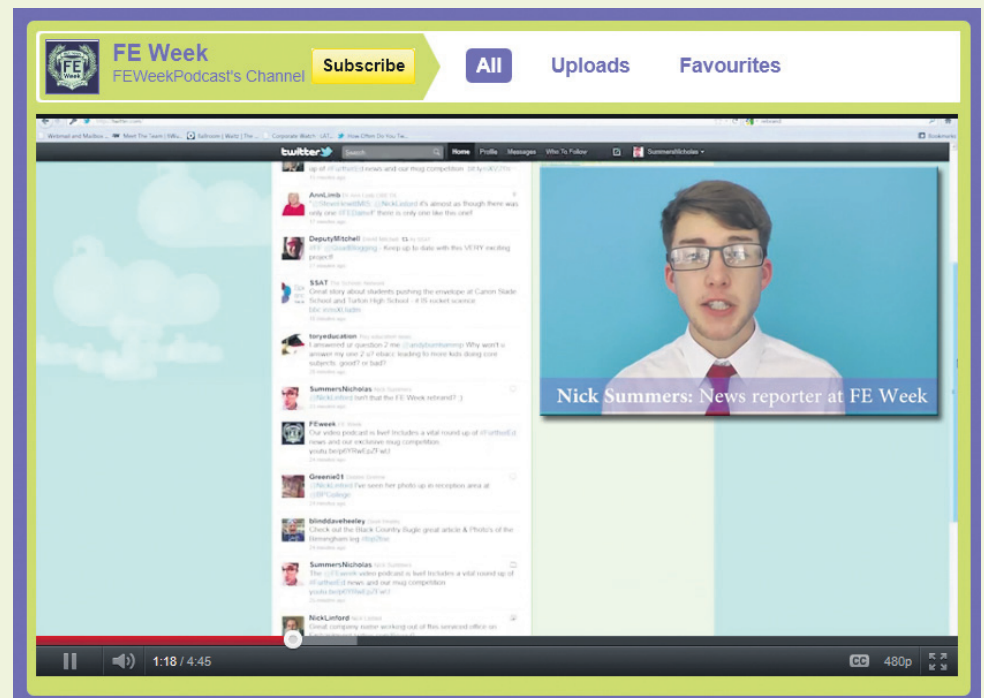
Our handy 8-page guide is available now both online ([feweek.co.uk/twitterguide](http://feweek.co.uk/twitterguide)) and as a supplement in a future edition of *FE Week*.

It has everything you need to know to start tweeting like a pro, including a video tutorial.

This exclusive *FE Week* guide has already successfully encouraged FE colleagues to join. Welcome to the twittersphere @Farnborough6th

*Published in partnership with NCFE*

[www.youtube.com/feweekpodcast](http://www.youtube.com/feweekpodcast)



## A #FurtherEd Guide To twitter



**T**he concept of Twitter sounds ridiculous. Millions of people, businesses and organisations who choose to document their daily lives through short messages of 140 characters or less. To many, it looks like another social networking fad similar to MySpace - and let's be honest, keeping on top of your e-mails is bad enough, right? Wrong. This particular social networking site has exploded in the last few years, revolutionising the way millions of people discuss, organise and market themselves. If you're a college, Sixth Form or any other kind of FE professional, now is the perfect time to jump in and take advantage of the service. Or, if you're already an active user, it's always worth picking up a few extra tips to see where you could improve.



Twitter is a great way to boost the influence of your marketing strategy. The messages you 'tweet' are immediate and have the potential to reach more than 200 million people at any one time. It provides an opportunity for other users to give you instant feedback on what they think of your ideas, projects and offers. With such a small character limit it's a quick and simple tool to keep on top of, attracting the prying eyes of potential readers with a single scan. No long press releases, no group e-mails and no long-winded phone calls to worry about.

Creating an online debate has never been easier thanks to Twitter. Are you considering whether or not to scrap a particular subject? Or do you want to know what everyone else thinks of the latest fee policy? A quick tweet and you could have a large selection of people telling you what they think. With the right use of hashtags, it's the perfect way to take a quick reading of public opinion, or even join in with the latest discussions trending worldwide.

It's also personal. Anyone can 'mention' you with a quick question or comment, allowing instant communication and rapport with your audience. For students and professionals alike, it breaks down the first wall of contact to make conversations quick and simple. Networking with important figures and organisations has never been easier.

Best of all, it's free. The only resource it uses is time - and even that, I'd argue, is a small price to pay considering the business and public service opportunities that it offers.

## This step-by-step guide includes:

-  How to create a new account and start tweeting
-  How to use hashtags, direct messages and lists
-  Play our FE Twitter 'Top Trumps' game
-  Find out about the *FE Week* principal challenge

An *FE Week* publication in partnership with

**ncfe**  
ncfe.org.uk



## What the tweets say about the our guide

**MikeGalloway** Mike Galloway  
RT @NickLinford: Exclusive @FEWeek guide to twitter bit.ly/qeAlnc & video tutorial bit.ly/pvO9h3 < incl. FE twitterarti  
12 Sep

**linpod** Gareth Lindop  
Thanks to @FEWeek's twitter guide [feweek.co.uk/twitterguide](http://feweek.co.uk/twitterguide), I've been a complete #FEgeek and followed all the affiliated colleges in the North  
12 Sep

**TowerAcademy** NSAFS @ Tower  
@FEontap @NickLinford @FEWeek Please forward this excellent attachment to anyone over 30! [feweek.co.uk/twitterguide.p...](http://feweek.co.uk/twitterguide.p...)  
13 Sep

**CIPR\_EdSkills** CIPR EdSkills Group  
Really useful beginners guide to Twitter produced by @NickLinford and @FEWeek <http://ow.ly/6sJLq> #furthered  
13 Sep

**JosieScobling** Josie Scobling  
Enjoying @feweek #FurtherEd guide to Twitter bit.ly/qeAlnc  
12 Sep

**brianlightman** Brian Lightman  
The @FEWeek Twitter Guide bit.ly/q5LNzh is a v informative introduction to the power of Twitter as a network for educationalists.  
12 Sep

## Brian Lightman

*General Secretary of the ASCL*

"Having initially been somewhat cynical about the point of commenting about anything in 140 characters I am now absolutely certain that Twitter is a powerful medium. As the leader of a professional association with more than 15,000 members Twitter allows me to enter into dialogue about professional issues with a wide and diverse network and keep up to date with the latest news, options and topics of discussion - all with a minimal time commitment. Links embedded in Tweets have given me access to all kinds of resources which would be invaluable for anyone in a leadership position. I strongly recommend that you give it a try."



## FE Week mini-mascot

Follow the adventures of FE Week's biggest and smallest fan!

*"Mostly this week I have been learning that autumn leaves are crunchy"*

And also you can follow our *FE Week* mini-mascot on Twitter  
[@daniellinford](https://twitter.com/daniellinford)

